BLUE RIDGE MIDDLE 2423 E. Tyger Bridge Road Greer, SC 29651 GRADES ENROLLMENT PRINCIPAL SUPERINTENDENT Dr. Phinnize J. Fisher Tommie Reece BOARD CHAIR ANNUAL SCHOOL REPORT CARD

6-8 Middle School

867 Students

Susan Kee

864-895-0123

864-241-3456 864-271-3619

THE STATE OF SOUTH CAROLINA

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 0 18 13 0 0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

Z

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- •Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

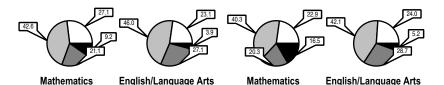
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours



Definition of Critical Terms

Advanced Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient Well prepared to work at next grade level; met expectations

Basic Met standards; minimally prepared, can go to next grade level

Below Basic Did not meet standards; must have an academic assistance plan; the local

NOTE: Science and social studies are to be included in the 2005 school report card.

board policy determines progress to the next grade level

PACT PERFORMANCE BY GROUP									
	131	؍ اچ	% Below Basic	} /	/ *	; / ;	% Proficient and Advanced	<u>;</u>	ē 3. ē
	Enrollment 1st	% Tested	M.B.	% Basic	% Proficient	% Advanced	cient	Performance Objective	Participation Objective Met
	101/10/1	/ %	Be _{(C}	/ %	/ 4	/ P4%	Prof	erfo J	Ject 3
	_{# a}	/	/ %	/	/	<i> </i>	%₽	120	/~~/
Englis	h/Langua	ge Arts - S	State Perf	ormance	Objective	= 17.6%			
All Students	855	99.7	22.8	46.2	27.2	3.9	41.9	Yes	Yes
Gender									
Male	431	99.8	28.5	50.4	19.0	2.2	31.9		
Female	424	99.5	17.1	42.0	35.4	5.6	52.0		
Racial/Ethnic Group		,				,			
White	782	99.6	21.2	45.8	28.7	4.2	44.1	Yes	Yes
African-American	58	100.0	42.1	49.1	8.8	0.0	17.5	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	30.0	50.0	20.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	727	99.6	16.0	48.0	31.4	4.6	48.3		
Disabled	128	100.0	61.0	35.8	3.3	0.0	5.7	No	Yes
Migrant Status	NVA	21/2	21/2	21/2	21/2	21/2	21/2		
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	855	99.7	22.8	46.2	27.2	3.9	41.9		
English Proficiency	4	I/S	I/S	I/S	I/S	1/0	I/S	I/S	1/0
Limited English Proficient	051		., -	., -		I/S	., -	1/5	I/S
Non-Limited English Proficient Socio-Economic Status	851	99.7	22.7	46.2	27.2	3.9	42.0		
Subsidized meals	285	99.0	33.5	46.6	18.4	1.5	29.3	Yes	Yes
Full-pay meals	570	100.0	17.7	45.9	31.4	5.0	47.9	168	165
i uli-pay ilicais	3/0	100.0	17.7	40.9	J 1.4	J 5.0	41.9	1	1

N	Mathematics - State Performance Objective = 15.5%								
All Students	855	99.8	26.9	42.7	21.2	9.2	41.7	Yes	Yes
Gender									
Male	431	99.5	29.8	39.3	22.4	8.5	42.4		
Female	424	100.0	24.0	46.1	19.9	10.0	41.0		
Racial/Ethnic Group									
White	782	99.7	24.9	43.0	22.0	10.1	44.2	Yes	Yes
African American	58	100.0	52.6	35.1	12.3	0.0	14.0	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	30.0	60.0	10.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	727	100.0	19.8	45.1	24.4	10.7	47.8		
Disabled	128	98.4	67.8	28.9	2.5	0.8	6.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	855	99.8	26.9	42.7	21.2	9.2	41.7		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	851	99.8	26.8	42.8	21.2	9.3	41.8		
Socio-Economic Status									
Subsidized meals	285	99.3	40.4	39.7	16.9	3.0	27.7	Yes	Yes
Full-pay meals	570	100.0	20.4	44.1	23.2	12.3	48.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL									
	Enrollment 1st Day of Testing		% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced		
		Englis	sh/Langua	age Arts					
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	296	99.3	21.9	43.8	29.3	4.9	34.3		
Grade 7	264	99.2	23.1	49.8	27.1	N/A	27.1		
Grade 8	272	97.4	25.6	54.3	18.1	2.0	20.1		
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	291	99.7	26.1	40.3	30.0	3.5	33.6		
Grade 7	303	100.0	18.4	48.0	29.3	4.4	33.7		
Grade 8	262	99.2	25.0	51.2	20.2	3.6	23.8		

Mathematics									
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	296	100.0	22.1	41.4	26.3	10.2	36.5		
Grade 7	264	99.2	23.9	47.8	21.1	7.2	28.3		
Grade 8	272	100.0	33.6	55.2	10.0	1.2	11.2		
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	291	99.3	22.7	38.7	29.8	8.9	38.7		
Grade 7	303	100.0	26.5	39.5	19.7	14.3	34.0		
Grade 8	262	100.0	33.1	50.0	13.4	3.5	16.9		

SCHOOL PROFILE				
	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 867)				3331
Students enrolled in high school credit courses (grades 7 & 8)	24.2%	Up from 19.6%	23.2%	14.6%
Retention rate	1.4%	Up from 1.3%	2.4%	3.0%
Attendance rate	96.0%	Down from 96.5%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.5%		3.7%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%		3.7%	5.3%
Eligible for gifted and talented	27.4%	Up from 22.1%	22.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.3%	Down from 15.5%	11.3%	13.9%
Older than usual for grade	1.7%	No change	2.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.0%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	50.0%	Up from 45.5%	53.4%	48.7%
Continuing contract teachers	95.2%	Up from 81.8%	87.5%	81.7%
Highly qualified teachers**	94.4%	N/A	92.0%	90.4%
Teachers with emergency or provisional certificates	5.0%		3.8%	5.3%
Teachers returning from previous year	93.2%	Down from 93.4%	86.4%	85.1%
Teacher attendance rate	94.6%	Down from 98.2%	95.3%	94.8%
Average teacher salary	\$42,365	Up 5.8%	\$41,818	\$40,566
Prof. development days/teacher	11.1 days	Down from 11.3 days	s 10.9 days	11.0 days
School				
Principal's years at school	1.0	Down from 3.0	5.0	3.3
Student-teacher ratio in core subjects	27.8 to 1	Down from 30.7 to 1	23.2 to 1	21.3 to 1
Prime instructional time	89.7%	Down from 94.3%	89.7%	89.3%
Dollars spent per pupil*	\$4,864	Up 3.5%	\$5,645	\$5,821
Percent of expenditures for teacher salaries*	59.3%	Up from 58.9%	62.7%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.1%	Up from 81.7%	94.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

^{*} Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

^{**}NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Each year, our School Improvement Council (SIC) releases to the community a report detailing progress and plans the school has made toward establishing a quality program for all students. In accordance with the School District of Greenville County, during the 2003-2004 school year, Blue Ridge Middle School used the School Portfolio to serve as a basis for goal-setting and strategic planning.

In academics, teachers followed a course syllabi based on state standards for each subject area. The syllabi are published and available to parents. Each teacher also has a class web site accessed through the school district site. Daily lesson objectives are posted in each classroom to focus student learning. PACT practice tests and help sessions were readily available.

IMPACT, a yearlong tutorial after-school program, was continued this year for students who scored below basic in one or more areas on PACT. They received two hours assistance weekly in math and/or language arts.

Middle school sports included volleyball, basketball, soccer, baseball, and softball. A fully operational chorus program was put into place. Also, a pre-release program was developed for students.

Students at BRMS also have the opportunity to experience cross-curricular units at each grade level. Technology is incorporated into their studies to enhance learning. Positive character traits and community service are also emphasized.

BRMS is fully accredited by the Southern Association of Colleges and Schools and constantly strives to produce high achievement and equity for all students.

BRMS has five National Board Certified professionals and our teachers continue to obtain higher degrees by attending the district funded Master's Degree Program at Furman University in order to become highly qualified under the No Child Left Behind guidelines. The BRMS gym also continues to encourage health and fitness for our school and community family.

Susan Kee, Principal Hope Barbare, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND	PARENTS		
	Teachers	Students*	Parents*
Number of surveys returned	40	187	81
Percent satisfied with learning environment	75.0%	74.2%	87.7%
Percent satisfied with social and physical environment	87.5%	84.7%	78.5%
Percent satisfied with home-school relations	80.0%	85.5%	57.7%
*Only students at the highest middle school grade level at this school and their p	arents were include	ded.	